

Diversity and Psychological Needs

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As a teacher it is crucial to consider the needs of each student in a given classroom. More importantly, it is also crucial to consider the different cultures and backgrounds of each and every student in your classroom. Teachers need to be aware of the styles of interactions with students and be considerate of how students' response to authority figures. In this chapter we will explore the ideas of classroom management within multiple intelligences, race/ethnicity, religion, sexual orientation, socioeconomic status, methods for discovery needs, challenging behaviors, students at risk and academic needs of students.

Socioeconomic Status

Socioeconomic status (SES) refers to the level of education, income and professionalism of an individual or group of people (everydaylife.globalpost.com). There are many students each year that attend schools and represent a variety of SES backgrounds. At any given school there are groups of both high and low SES and unfortunately the effect of having a lower SES on student achievement is difficult to pass by. These students more often face challenging that lack in learning resources, have difficulty learning and have poor motivation that affects their academic performance.



LOW SOCIOECONOMIC STATUS IN GIFTED EDUCATION

Learning Resources

When referring to learning resources, children that come from families with a lower SES are less likely to receive academic support from their families. This is due to the lack of time families have for their children and lack of financial resources that families cannot provide for their children to receive the best education possible. Families of low SES are likely to not be able to afford simple things such as reading materials, classroom materials (pens, pencils, paper etc.), technology or even tutors for their children to improve their educational standing. If children do not have an environment at home that is optimistic about learning it could potentially affect their academic achievements at school.

Academic Achievement

Students with a lower SES often show difficulty with skills in language and they often struggle with reading. Not only are students of low SES having difficulty in language skills and reading they often struggle with completing mathematical tasks like word problems. Unfortunately for students on the low end of the SES spectrum, they are forced to take classes that are at a lower level, not allowing for much of a challenge or they are forced to take vocational classes that don't always prepare students for high education. Students of lower SES often contribute to slower rates of academic progress. According to Kathy Kerr, Health teacher at Mt. Blue Middle School, "students with a lower SES standing are not encouraged as much as students with a higher SES standing but students with lower SES standing have more intrinsic motivation" (Kerr, 2014). As long as a student is encouraged and supported through their academics, students can achieve anything they wish to.



Motivation

Students that come from lower socioeconomic groups are more likely to exhibit learning problems that affect their behaviors. This is due to the idea that they feel as though they don't belong in the classroom. Many students will dropout because of the feelings of loneliness and not belonging. These students of low SES often become aware of the expenses of college and lose sight of positive motivation to move onto higher education which then affects the student achievement in middle and high school level classes.

What Can We As Teachers Do?

First and foremost, it is important for each teacher to understand where their students come from on the socioeconomic spectrum. This is important for multiple reasons, especially in the categories of motivation, academic achievement and learning resources. If a teacher is aware of their students SES background they can help in supplying reading materials, classroom materials, technology and help get free tutoring or offer to tutor their students in order to see them succeed. It is important for teachers to know about the SES background for students for academic achievement, because they need to understand why students do or don't understand material presented in class because they are struggling with reading or language skills. This allows for a teacher to spend extra time or find extra help for that specific student or to just understand their level of academic

needs in the classroom. Teachers need to understand SES of students for motivation to encourage, support and motivate their students that they can do what they set their minds too. Teachers are there to provide and find resources for students to succeed and achieve throughout their academic years.

Race/Ethnicity

Understanding how to teach in a diverse classroom setting is one of the many jobs a teacher must master to be competent in his/her job. Teaching in a diverse classroom takes acute understanding and differing strategies to create a successful learning environment. To teach effectively in a diverse classroom one must have a set of overlapping strategies that work together with the students and the teacher. The first and most important rule when teaching a diverse classroom is to view every student as an individual first, and then to view them as someone who does belong to a racial or ethnic group, and use that information to promote understanding amongst peers. If you view a student only through their personality, strength, and weaknesses then an educator should have no problem teaching their students.

Strategies should include teaching in various styles to accommodate the many diverse learners in the classrooms. The teacher should constantly be respectful to every student's opinion in the classroom. Educators should be conscious of content and how to portray it in a way that allows the student to choose how to present the information, and how to engage him/herself into the discussion. However, an educator

must also keep in mind not to overcompensate for the racial or ethnic divides in the classroom because the students will see through it and react accordingly. Having a "color-blind" classroom is probably neither possible nor a good idea. Trying to do so will provide privileges to a particular perspective (usually that of the teacher) and fails to recognize the experiences and needs of the learners. It is more constructive to use strategies that recognize and capitalize on this diversity. (Diverse Classroom, 41.) When developing a lesson plan for diverse classrooms one must create a lesson that is so diverse and open that it allows each student to learn in a slightly modified way, but the lesson is still heading towards an established goal.(Hawley)





Questions to Consider:

- **Does this learning experience enable these particular students to learn this material well?**
- **Whose needs are not being met with these learning experiences?**
- **Is the lesson necessary for all students?**
- **Is the lesson broad enough to cover diverse perspectives on the subject matter?**
- **Does the lesson embrace any racial or ethnic group specifically? If so make sure to compensate somewhere else.**
- **Is your lesson color blind? If so Change it.**
- **Does your lesson allow for cross cultural discussion?**

Figure 1.34 (Hawley)

When teaching a racially and ethnically diverse classroom one should always consider the questions in figure 1.34 to the left. As teachers, it is important that we recognize our own learning styles and cultural assumptions, because these styles and assumptions influence how we teach and what we expect from our students. Being aware of our assumptions allows us to

develop a more diverse and complex teaching style. As you plan your unit, and each lesson, develop multiple examples to reflect your points. Design these examples to reflect different cultures, experiences, sexual orientations, genders, and multiple intelligences to include all students in learning. Use different teaching methods such as: lectures, small groups, discussions, and cooperative learning to meet the variety of learning needs. (Diverse Classroom, 44) Allow for discussion into the cultural backgrounds of students, but do not force. If you do not allow the students to open up and share about their culture the students might never understand each other, and they lose out on a valuable learning experience.

In conclusion a teacher must first view every student as an individual with a background that everyone can learn from. Using several cooperative learning techniques to create a positive and comfortable atmosphere the teacher can then begin teaching content and allowing for discussion. If the lesson is open to all perspectives and everyone is respectful then the students will openly engage in cultural sharing and achieve a much higher learning level through culture sharing within content. Race and ethnic diversity is something to embrace and learn from, not something to shove into the corner and avoid.



Religion

With many different religions from around the world in the United States, people of different religion and ethnicity are constantly interacting with each other in the work place, public places and schools. The school is the place where students have to learn to interact with each other and accept differences so that they can collaborate and work together. Even in rural areas diversity can be present when families move into the area and then it is very important, because the majority of people are of a separate group and thus the minority group may already feel intimidated. The important aspects to remember for your classroom is that you cannot over teach diversity and you cannot ignore it, you certainly can't be intolerant in any way.

In the classroom there has been four main points brought up of how to handle religion in school and the classroom. These are to eliminate religion all together, to describe it in secular ways only, focus on the nation's predominant religion, and teach about diverse religions in the classroom. These four factors have been tried in different schools and they all have negative sides, and positive. The way to look for the best method is to compare the good and bad sides and find which has the most good with the least bad.

The first idea is to avoid religion in the classroom all together. If it isn't there we don't have to worry about it right? This is true, but for one thing it is unrealistic religion is such a major topic that it is going to come up at some point. You can't keep it completely taboo even if the teachers do not bringing it up the students may. When it comes to avoiding a problem, it tends to always come back to bite you. This has a positive side, but it is definitely outweighed by the negative so this is not the best solution.

The second way to handle the situation is to use only secular terms and ways of looking at it. This means you can look at religion, but you have to come from a non-biased point of view and everything in a secular way just studying religion as a fact of history. One problem with this is that if you talk about it in this your students may become desensitized; they may see religions as only institutions. If they can't empathize with others of these religions they will not be able to interact with people in real life. The more likely negative side is that by

talking about religion in this way you may offend any members of the religion you are talking about. The positive side to this is you can still teach about religion and diversity, and without having a bias towards one religion or another. This solution is balanced between the good and bad so it could be a good solution if a better one cannot be found.

Another solution to religion in the school system is to base your teachings on the nation's religion or majority religion. This has an obvious negative side to it already. Teaching to only the majority religion puts all others down. Minority groups usually feel intimidated because they are outnumbered, so by teaching only a religion that they do not practice they will become offended and rightfully feel that they are not being given the respect they deserve. This definitely has a misbalance and the good is almost nonexistent. This solution actually may encourage prejudice in the classroom, this option generally considered bad.

Final stage of the four is to talk about all religions and respect the diversity equally. The advantages to this is you are able to not only able to teach your lessons in history, but you can also teach diversity and co existent for real life scenarios. The down side to this is by introducing all the different religions you may encourage some conflict in the classroom. On the upside to this you can teach around this so that they can live with peoples of other religions. This method for working with religion in the classroom I consider the best as you treat all equally, without avoiding the matter at hand and you

can teach the subject matter and interactions for real life. A final note though while teaching about diversity role playing is a definite no, this turns a still serious matter into a game, and may also produce conflict.

In conclusion to this section Religion and ethnic diversity covers the four main points of how religion is handled in school. The good and bad points are briefly discussed and a list of the order in which you should use the methods. Teaching religion in the classroom can be tricky, but it is not easy to avoid it. It is better to teach your students about diversity and how to work and live together.

Sexual Orientation

In today's classrooms across the nation students are coming to terms or trying to come to terms with their own sexuality. Students from the age of middle school on through college start to develop sexually and not matter how they develop they all struggle through it. Some people describe this age group as the awkward age when students go through puberty. We must consider their feelings and help them along as best we can. They will all develop differently and as the teacher over seeing this you must work to have them all feel safe in their environment. This is a difficult time for them and you have to help them through it and make sure others do not hurt them.

In the past sexual orientation was a very hushed up question, people who were homosexual, or bisexual were mocked, insulted and even worse. Over the next few decades' activist groups worked toward

equal rights in the work place, and respect in their daily lives. Now schools are a place where a lot of bullying and ridicule for multiple reasons still happens. Sexual orientation can obviously be a major reason kids bully and this is a lot of pressure on them. The key here is to remain unbiased, and to try to talk about both sides respectfully. You never chose sides and if the politics or opinions flare up in the class you must shut it down before it gets out of hand. One thing in the classroom is to each student as just that a student, understand that they are different, but that it is not a bad thing. Each student is there for an education and they should get it without being singled out or feel scared.

Because this is very personal and they are students, these matters have to be handled carefully and there is only so far you can go. As adults and our students being minors trying to be too involved in their sexual development even when just giving advice may be considered too far. A good idea is to be there for support, not advice or only on matters not pertaining to their sexual health. Guidance counselors and other professionals can handle the other parts. Some students we will really want to help, you just have to be careful not to overstep your boundaries. One good example of being proactive without involving yourself too much is to guide them to where they can get the information. This may be a counselor, or another example is the book *S.E.X. : the all-you-need-to-know progressive sexuality guide to get you through high school and college* by Heather Corinna. You want to help your students, the

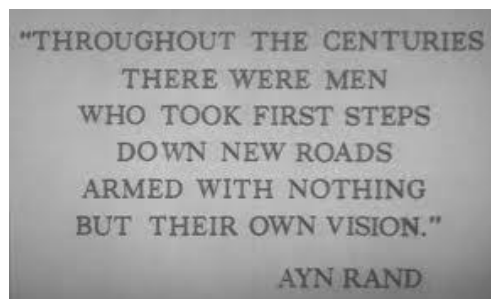
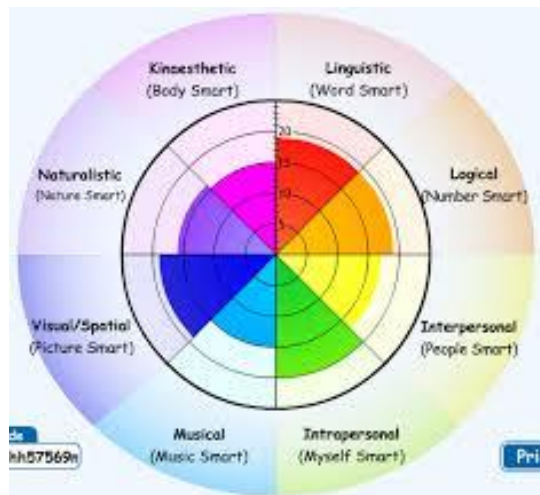
personal nature of this part of their lives just sets limits on how far you can help them.

Multiple Intelligence Theory (MI Theory)

Teaching with the multiple intelligence theory in mind can further increase student engagement and educational success. The Multiple Intelligence theory created by Howard Gardner is a theory in which almost all people can be categorized into a learning style. The theory encompasses 8 learning styles which are: interpersonal, intrapersonal, naturalist, musical, bodily/kinesthetic, linguistic, logical/mathematical, and spatial. A majority of people have one main learning style that they excel in, and a few others that they are average in. Outside of savants and major injury induced styles, most people are capable of learning all eight intelligences to a basic level of efficiency. As educators, understanding that our students could possibly all have a different learning style is vital to our success in the classroom. For example, if you have a class full of bodily/kinesthetic learners and you lecture every day, and in turn you wonder why they aren't learning anything, then most educators will suggest understanding your students multiple intelligences. (Bas, 2008)

Understanding your students multiple intelligence is not difficult, however, it might take time, but that time will pay itself off. There are a variety of tools to use when trying to understand your students MI. The first is to ask your colleagues if they have

ever observed your students MI. If so then your job is at least half done. Educators are also encouraged to set up a domain in which other teachers can access the students MI information. If none of your colleagues have done MI observation then there are plenty of tools to get you started. Many of the tools listed previously in figure 1.33 can be used to discover your students MI. If the student regularly compares problems to nature then chances are he/she is a naturalist style type of learner. Paying attention to your students is the number one tool to understanding your students MI. (Armstrong, 2014)



Ways of Teaching MI in the Classroom:

- **Guest speakers that target MI careers such as: scientist (naturalist or logic), author**

(linguistic or intrapersonal), composer (musical or spatial).

- **Group activities that not only cover content but allow a student to use a MI style at different activities.**
- **Assigning homework that targets an MI such as writing a rap (musical) or creating a diet (naturalist).**
- **Changing up teaching methods. Lecture (linguistic), review activity “whip around” (bodily/kinesthetic) cooperative learning activity (interpersonal).**
- **Open ended projects that still cover content but allow the student to present in a way that suits their style.**
- **Assigning out of class activities or projects that require the student to take a walk (naturalist), listen to a band or orchestra (musical), and attend a local seminar or lecture (linguistic).**

Figure 1.35 (Armstrong, 2014)

Now that you have discovered your students MI it is time to apply it. Applying MI is a fun and exciting time for the educator because it can be trial and error. If you develop a lesson plan that covers a bodily/kinesthetic learner, and it works perfectly, it is a great accomplishment for you and it further increases your student’s educational benefit. There are a variety of different ways in which you can cover MI inside and outside of your classroom. The list in figure 1.35 are just a few of the many different ways to cover MI styles in the classroom. The list is a short list compared to the numerous tools an educator can use to

incorporate MI into the classroom.
(Armstrong, 2014)

However, anyone can plainly see that an educator cannot cover that many intelligences in one lesson. Your goal as a teacher is not to cover each one in every lesson, instead your goal should be balance. If you can take a lesson that is 4-5 days long and cover six MI styles then you have achieved balance. Balance not only allows students to learn in their own style, but also challenges them to learn other styles. Eventually this method will lead to a greater degree of balance for the student and he/she will be able to learn in a variety of different styles. (Armstrong, 2014)



In conclusion, MI theory is nothing but a tool to be used by all educators to better help our students learn in and outside the classroom. Teaching the students their own styles as well as developing their other styles is a vital key to their success. Every educator should strive to achieve balance when teaching the MI theory.

Students at Risk

There are many ways to help reduce risk in a students' life, just like there are

many ways to make lasagna. However, because of many studies done to show the ways of reducing risk among students there are four "basic ingredients" are best for reducing risks in students (Edutopia). The four basic ingredients for helping at-risk students are caring relationships, attainable goals, realistic and hopeful pathways and engaging school and community settings. These are what most teachers agree to be the ground breaking ingredients for helping at-risk students and guiding them toward success.

Caring Relationships

Teacher-student relationships are very important to help at-risk students. It allows students to know that someone does care about their education, wants them to succeed and is willing to help them succeed at whatever cost. The hardest thing with caring relationships between students and teachers is sustaining them at the secondary education level. By the time students get to the high school level of education they become more closed in what they share with teachers and faculty members. Students need to build a sense of trust and be allowed the time to communicate their problems that arise in and out of school. If a teacher doesn't gain that sense of trust or allow for that communication they are more likely to be at-risk. To earn trust, teachers need to start by building a relationship with each student on the first day of class for a higher success rate of caring relationships.

Attainable Goals

Most students have goals for both personal and career that are not as realistic as they could be. It is important to get students to see and develop realistic goals to work toward and achieve. This means setting goals to meet before/by graduation, five years after graduation, ten years after graduation and possibly twenty years after graduation. This however does not mean that they have to completely forget their “unrealistic” career and personal goals. Those goals can still sit in the back of their mind as something to work toward and have dreams to keep them moving forward with life. With that said, teachers need to emphasize the idea of continuing to attain goals and help their students get there by providing resources, ideas and ways of attaining those goals. If a teacher truly cares about their students’ well-being it will be noticeable to the student that their teacher wants them to succeed and they will then most likely want to attain the goals they have set for themselves.



Realistic Pathways

In order to attain goals and be able to reach them at their highest potential, students need some guidance in pathways to reach them. Teachers and other adults in the education system need to help students create pathways that are realistic and hopeful for students to attain their goals they have set for themselves. Not only do they need someone to help create the pathway for achievement, they need someone to encourage them and reassure them that they can attain any goal they set their mind and hearts to. Teachers need to let their students know that failing is not an option and they can succeed if they choose to, but they have to put the work in to do so. Teachers need to let students know that goals and dreams don’t just come to an individual; you have to work for them to be able to have them. If students are having difficulty in attain said goal or dream then teachers need to work with that student to develop another plan or way for them to attain the goal they wish. Being there for students by encouraging, supporting and respecting are three of the best ways to help students create pathways to attain their goals.

Engaging Classroom Setting

One of the most important things in teaching is engaging your students and getting them involved in the classroom. If a student is engaged and involved in the classroom they will want to be there and learn what is being taught. For example, look at the Freedom Writer’s and teacher Erin Gruwell. She found a way to get her students engaged in learning and guided them to graduation day which was an attainable goal with a realistic pathway from

a caring teacher who wanted her students to succeed. To engage students and get them involved shows them that you, the teacher, are there for their learning and for their success. It allows students to connect activities and ideas presented in class to the outside world and put it into “real life” context. Caring relationships, attainable goals and realistic pathways are not possible without the idea of engaging students to help them learn, grow and succeed as individuals and as a group.

Mentoring

A great way to help students who are at-risk is to provide them with a mentor to assist them in reaching attainable goals, creating pathways to achieve those goals, helping them learn to connect classroom content with the outside world and a person that wants to have a caring relationship with a student to watch them grow and succeed. Mentors can help in all these aspects, especially if the mentor is close in age and has been through the same things they have been through. Mentors don't always have to be other students or faculty, they can certainly be the teacher that checks-in with them, motivating them and encouraging them to do better (Kerr). It allows for the at-risk student to know they are not alone and that there are many other students going through the same things they are. Mentors are a reliable source for students to ask for help, gain trust and have as friends. These mentors often push students to do their best and achieve the most out of their education.

Academic Needs of Students

Academic needs of students is one of the most important parts of teaching. Teachers need to make sure their students have the skills and understanding to do their best in the classroom. These skills and understandings help to increase motivation and productivity in the classroom. Students need to be able to understand and have tools to use in order to problem solve in the classroom and outside the classroom (Kerr). By increasing motivation and productivity in the classroom students will achieve higher and be more likely to succeed in the ways they want to.

Understanding the Value of Learning

When given an assignment, students need to understand the value of that assignment, or even the content presented in class. If students are given an assignment without a clear value, they will most likely view that assignment as a task to complete rather than a task to learn. To correct this student view of assignments, teachers need to state the purpose of the assignment or content being taught in class for students to understand the value of it and to understand how and/or why it is valuable for them personally. By allowing the student to understand the value of an assignment, lesson or even just the content, students will be able to appreciate what they are learning and start to understand the process of learning.

Process of Learning

The process of learning is by which students can recognize and/or identify the looks and the sounds of an effective student/learner. Students need to understand the learning isn't a competition for the highest grade or that learning consists of winners and losers. Learning is about the development of skills that can be implemented in life if they are obtained accurately. Students need to understand that learning is a process to help students better themselves in academics, personal life and their career life.

Study Skills

From understanding the value of learning and the process of learning, students will then be able to start forming techniques and gaining new knowledge in order to be able to understand and comprehend material presented in the classroom. Teachers should provide ways for students to study, organize material and be able to link information to the real life experiences. Studying is not just about memorizing the information for an exam, studying is about gaining the knowledge for the exam and being able to apply it to the real world and real life experiences that students have encountered or may encounter later on in life.

Master Content

Lastly, students need to be able to master the content of what a teacher is presenting. This doesn't just mean regurgitating information back at the teacher

by taking a quiz or a test. Students should be able to create products to show what they have learned and how they can apply it to the real world. Teachers need to think outside the box on how to "test" their students on the content presented in the classroom. It is helpful for teachers to link material and content that is presented in class to a students' related interest and to give them choices when appropriate. Teachers need to remember that not every student learns the same way or tests the same way and that each student is different and unique in their learning process. This means



Methods for Discovering Needs

One of the most important aspects of being a successful educator is the ability to understand your students. If an educator cannot understand their own students, then teaching them will be difficult. Once

educators can successfully understand their students and develop lesson plans to accommodate the variety of students they will teach, educating them will be much easier. However, understanding your students is much easier said than done. Many educators and researchers have attempted to develop ways to understand your students. This section will give an overview of the more successful tools educators have created and tested throughout classrooms in America.

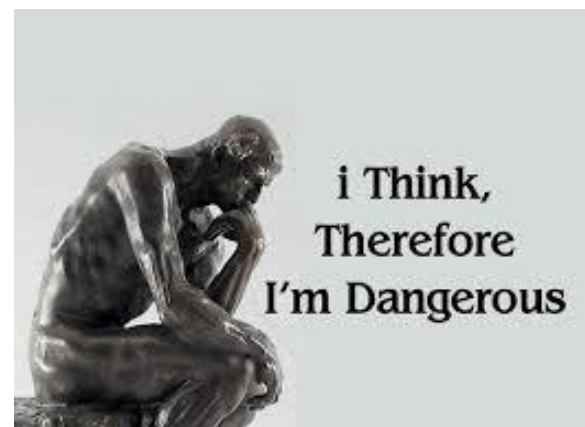
“People learn best when they feel safe and known. If a student is afraid a response to a question or problem is not acceptable, he or she will not function at the highest level.” (McCrary, 2014) The previous quote is key when trying to understand your students. Once you understand them you can provide them with a safe and comfortable environment, which will raise learning results. In short, before you can accurately teach to your students you have to know them. Mr. Dunbar a Social Studies teacher at Mt.Blue High school in Farmington, Maine remarks that “if a teacher cannot understand his or her students, he/she will fail to engage their students.” If you can’t develop a lesson plan that incorporates the many diverse students in your classroom then you will fail to engage them.

List of Pre-assessment tools for understanding students.

- Questionnaire (not mandatory)
- Free Write
- Class journal
- Take the Learning Styles Test

- Ask previous faculty
- Review records
- Take Multiple Intelligence Test
- Ask the student
- Portfolios
- Student self-assessment
- Rubrics (self and peer)
- Develop appropriate teacher student relationship

Figure 1.33 (Assessment Tools, 2013)



	A	B	C	D	E	F	G	H	I	J	K	L	M
1	SCIENCE - Grade 8 - Room 12												
2	DATES	13-Sep	18-Sep	20-Sep	24-Sep	27-Sep	2-Oct	4-Oct	10-Oct	11-Oct	16-Oct	18-Oct	TERM 1 PERCENT
3	EVALUATION TYPE	TEST 1	QUIZ 1	TEST 2	LAB 1	TEST 3	QUIZ 2	TEST 4	LAB 2	TEST 5	QUIZ 3	TEST 6	60% TEST+ 25% QUIZ + 15% LAB
4	MAX VALUE	100	20	100	25	100	20	100	25	100	20	100	
5													
6	Abrams, Jonathan	88	18	72	25	85	16	92	73	82	17	85	81.5
7	Buler, Cindy	75	16	72	21	77	17	80	17	72	15	75	76.5
8	Choi, Li	94	19	91	23	100	11	94	25	95	18	94	94.4
9	Duck, Darcy	80	18	84	22	75	17	88	25	82	17	83	81.2
10	Fontaine, Alphonse	65	16	72	20	6	13	54	15	14	13	73	71.1
11	Hoffman, Barry	55	12	59	21	54	13	54	15	54	13	54	55.0
12	Kahn, Anandita	90	17	89	23	92	16	92	23	92	18	92	90.7
13	King, Laura	88	17	85	23	85	16	85	22	85	17	85	88.92
14	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
15	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
16	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
17	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
18	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
19	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
20	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
21	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
22	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
23	Kowalski, Alan	85	17	85	23	85	16	85	22	85	17	85	88.92
24	CLASS AVERAGE	77	16	76	22	77	17	81	21	77	17	76	80

There are a multitude of tools an educator can use when attempting to understand his or her students. The first tool an educator

can use is a simple tool that requires no documentation or surveys. If the teacher establishes the goals that he/she wants her students to accomplish by the end of the unit, then they will know exactly what is expected of them regardless of learning style, race, or ethnicity. The second tool a teacher can use is a multitude of various pre-assessments. Figure 1.33 to the left gives us a variety of different tools to use as pre-assessments or formative assessments to better understand our students. Many of the assessment tools alone won't give you a complete observation of your student, but when using multiple tools together a teacher can get a good understanding of the student. Once an educator has a good understanding of their students they can begin creating a lesson plans that meet the various needs of their students.

In conclusion, an educator should remember that understanding your student through a snap shot is impossible. To really understand a student an educator must use a multitude of resources. Consider a photo album more than a snap shot, and an educator will then begin to understand his or her students.

Difficult Behaviors

There are always troubles in the classroom and student behavior can be distracting to both you as a teacher and your students. Difficult behavior from students often causes the class to be constantly disrupted this hurts both the class and the student doing the disrupting. Some difficult behaviors that occur the most often are using technology inappropriately, talking amongst

students, calling out comments or answers when not permitted to, and moving about often getting out of their seat. These are fairly common in the classroom and you will come across them as you begin and continue your teaching career. These behaviors however can easily be stopped and prevented mostly on the large scale. You will never rid your class completely of these activities, but you can reduce their frequency.

As soon as technology was incorporated into the classroom, students found a way to misuse it. Today technology and especially one to one student to technology is becoming a norm throughout education. This certainly provides ample chances to misuse information. This can run from going on social media sites, to watching videos or playing games in class. Even some productive activity like looking up an answer can be disruptive, if the answer is called out and you are not working as a class on the laptops. Some helpful ideas for keeping students on task with their technology, is to have all students face away from you so that you can view their computer screens. Another solution is a no technology policy until the class is using them. This simple rule means, the technology stays in its case until retrieved for class when the teacher gives permission. Another is when misuse occurs often you take away the technology for a certain amount of time. Technology misuse will always be a problem and as a teacher you have to understand you can't watch every student all the time. These are just a few tips to reduce its occurrence.

Talking amongst you students especially during lecture or individual work time can be very distracting to other students. Some ideas to discourage this is assigned seating with the group that talks spread across the room. Obviously they can still talk across the room, but most students are unlikely to do this. If the behavior continues then more direct approach may be used, one technique is teacher presence. By walking among your students and staying closer to the trouble areas you can add your presence which often makes students behave better and focus more in on work. Allowing your students time to talk actually can help prevent the talking as well. This may sound backwards, but if students know they will have time to do group work that they may talk they will save it for the group work. They know they will have time to talk and so do not feel rushed to start the conversation. As the teacher you just have to make sure they are accomplishing the goal of the group work.

Often in the classroom you will find that you have some students who always want to answer the questions you ask. These students may be a relief or a pleasure especially if you are used to students who do not like to talk or answer questions in class. However these students calling out answers can detract from you teaching. One if you are speaking and the students call out comments or answers before you are done talking this will detract from the lesson. One fix is to tell students to always raise their hands and wait to be called on. This has definitely been proven not to work, all the time. Another solution is use more all class response techniques, this means the students

will get used to all responding instead of blurting out and answer. An example used is the five finger method all your students put up their fingers that represent their understanding. One or zero is I don't get it or barley get it, a five means I understand it completely. Another trick is to make them wait before giving an answer. Say "now everyone wait a minute and think of an answer" by not getting any answers it allows the students to think it over and it is not a race to give the answer. A not as well-known effect of having students in the class yell out answers is it may intimidate other students from trying to answer. The waiting to give an answer allows you to call from a wider range of your students.

The last major problem faced by teachers in classrooms is the student moving about or getting up out of their seat. This movement often creates noise and draws attention to the student and away from the teacher. Now some students actually have difficulty sitting for so long, such as students who may be ADHD. One way to keep kids moving without it being distractive is to have them move to groups or stations often in class. When the entire class moves together it is not out of the ordinary and so not distracting. Also it helps burn a little bit of energy during class and may help kids stop fidgeting as much in their seats. Another solution to a student often getting up from their seat is to impose a quick question rule. This means if they want to get up and move you ask them as question, they have to answer it to go get up. Then using the question you continue the lecture, this lets the student learn, get up, and keeps the lesson flowing.

One thing to remember about your students is that they are often intimidated or there are other factors to why they are behaving the way they are. In a survey of school children of top ten things that scare them getting bad grades made the top ten. This shows how the pressure on children in school may show up as bad behavior. This may draw away from their academic side which the student doesn't want others to notice, or it may just be an outlet for that energy. Another factor in working with behavior problems in the class is that as a teacher you may be contributing to these factors. Often a self-assessment about your own behavior, actions and reactions to student behavior may shed some light on where the problems are coming from, or why they are continuing.

In conclusion throughout your teaching career you will almost certainly always have behavior problems in the classroom. You will not be able to completely eliminate them, but you can greatly reduce them. The goal as a teacher is finding different non-confrontational ways of handling these situations. Also to be able to handle them yourself in the classroom is a major goal for you as a teacher.



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